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# The Use of Narrative Pedagogy and Unfolding Case “Ivan” To Promote Interprofessional Collaboration and Education Among Nursing and Radiology Students

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## Purpose

Nursing students are unfamiliar with roles and responsibilities of their healthcare colleagues and how partnering with them can impact patient health outcomes. Many are unaware of how an interprofessional healthcare team contributes to preventing and resolving healthcare issues affecting care transition from tertiary settings back to the community. Case “Ivan” is a real lived experience that was shared to prepare nursing and allied health students for interprofessional, patient-centered care practice.

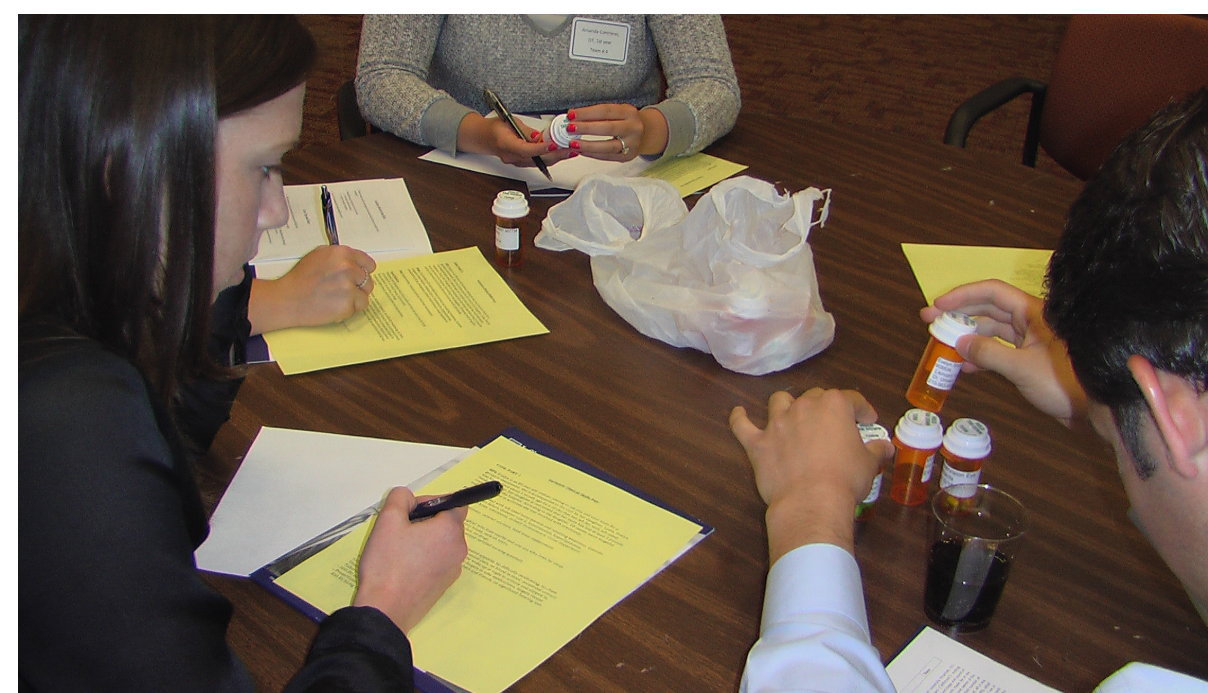


Ivan



Interprofessional Minds...

Working Together...



## Background

- WHO describes interprofessional education as that which “occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes”(2010).
- Nursing students are required to complete **an Alternative Clinical Education (ACE) Day** ...an opportunity to create meaningful learning opportunities that are centered around open dialogue, fact finding, and learning from the ‘experts’...at the end of every clinical rotation during their BSN program.
- Community nursing faculty and the **Jefferson College of Interprofessional Education (JCIPE)** developed an interprofessional activity to engage nursing and radiology students in interprofessional education to prepare them for interprofessional collaborative patient-centered care practice.

## Design/Description of Intervention

- Using narrative pedagogy as a teaching strategy, “Ivan” is a real case about a patient admitted to the hospital and his and his family’s real lived experience navigating the healthcare system and their journey in transitioning Ivan back to his home and position in the community.
- Students were placed in interprofessional groups of ten to analyze the sequence of events and provide collaborative reflection as they unfolded the case to a different and more positive outcome for Ivan and his family. Each group was assigned a faculty from nursing or radiology whose role was to facilitate the group dynamics and discussion.
- Each student group was given an opportunity to present their discoveries related to the real outcome of case Ivan and their strategies as an interprofessional team in unfolding case Ivan to a different and positive outcome for Ivan and his family
- Once all the student groups presented and exchanged classroom dialog, a panel of 11 expert interprofessional clinicians arrived including a pharmacist, geriatrician, chaplan, nutritionist, physical therapist, occupational therapist, radiologist, registered nurse, social worker, marriage and family psychiatrist, and lab technologist to engage students in an interactive dialog that demonstrated how a more diverse interprofessional team could have changed the real lived experiences of case Ivan and his family.



Toward Patient Centered Care Outcomes!

## Narrative Pedagogy

- Narrative pedagogy is an interpretive approach to teaching and learning that is being used to foster educational reform. It is an approach to thinking about teaching and learning that evolves from the lived experiences of teachers, clinicians, and students.
- Narrative pedagogy can be used to rethink the teaching of knowledge and practice, and unfolding case scenarios discusses the strengths and limitations of narrative pedagogy as an alternative approach to teaching and learning (Nehls, 1995).

## Pre/Post Student Survey

- How important is it to engage in interprofessional learning opportunities?
- How important are interprofessional learning opportunities on how you care for your patients during clinical rotations?
- How important is it to be a member of an interprofessional team?
- How important is interprofessional collaboration on patient outcomes?
- How important is it to secure a nursing position that supports interprofessional collaboration?

## Survey Results

- “Communication among health care professionals is necessary for proper patient care.”
- “We are a team and the more we know about the roles of the interprofessional health care members we interact with, the more efficient we will become.”
- “Interprofessional collaboration can improve patient outcome.”

## Results and Relevance to Interprofessional Education and Practice

- The interprofessional student groups were able to mine creative strategies that would improve patient care and caregiver outcomes for case “Ivan” that otherwise could not have been learned through lecture dictation, assigned readings, and/or assignments completed in isolation.
- This activity enabled faculty and students to collectively identify gaps in student learning and comprehension and to address them collaboratively through interactive dialog with a panel of experts.
- This interprofessional group activity and expert panel presentation enables students who are from different disciplines to understand and appreciate the complexity, value, and need to work together, especially when it comes to transitioning patients from acute care settings back to the community and in preventing hospital admissions and readmissions.

## Conclusion

Narrative pedagogy and the use of unfolding case scenarios is an effective teaching strategy for healthcare educators to facilitate students’ synthesis of current knowledge and foster collaboration with other healthcare disciplines to promote positive patient and caregiver outcomes.